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ABSTRACT

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing language arts and social studies curricula, with several science, communication skills, home economics, and industrial arts lessons, the units center on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 6-8, the goals involve: self-analysis; positive self-concept; use of communication skills; cooperation; understanding of environmental factors; positive attitudes and behavior; and knowledge of job competencies, of the career development process, of responsibilities of actions and decisions, of educational preparation, of necessary skills, and of communities and job locations. The main portion of the document (50 pages) presents activities and outcomes for the grades 6-8 organized under domain, pertinent goal, and specific objectives. (JB)

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CE 003 810

Career Development Guide
Grades 6-8

MONTGOMERY COUNTY R-II PUBLIC SCHOOLS
MONTGOMERY CITY, MISSOURI

Produced in cooperation with the Research Coordinating Unit of The State Department of Education with funds provided through Section 103(b), V[illegible]tional Amendments of 1968.

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FOREWORD

Few people would deny that education is in a state of flux. More and more young people are rejecting college in favor of work. As the realization becomes real in that college is not the answer for everybody, emphasis is being placed on career education and increasing pressure is being felt by administrators to bring career education up to the level of other types of education. There is some reluctance among teachers and administrators to incorporate career awareness in the elementary schools. One of the main reasons given for not spending time on career awareness is the already jam packed schedule of curriculum content that must be taught; however, career awareness can be incorporated into the schedule without sacrificing curriculum offerings. This can be done by integrating career awareness with various activities in social studies, reading, math and other areas of the elementary curriculum. During the middle school or junior high school years students should be given meaningful opportunities to explore career education.

These career education guidelines are an attempt to give teachers assistance in fulfilling this goal.

We are honored that the State Department of Education felt that we could perform this very meaningful task and we are grateful to the Montgomery County R-II teachers and others who so dedicated themselves to create these guidelines. We are also appreciative of the professional assistance which we received from staff members of the University of Missouri and to our Assistant Superintendent for Instruction, Mr. Benny L. Gooden, for his administrative leadership and momentum in seeing that this project was completed. Career education or career awareness is an absolute necessity if we are going to fulfil the needs of our young people in school during the seventies.

Howard E. Heidbrink

Howard E. Heidbrink
Superintendent of Schools

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CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career

Excerpts from Life Career Development Model, Career Guidance Counseling Placement Project, University of Missouri - Columbia, 1973.

identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to

specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome orientated model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total devlopment. The model is designed to create career consciousness in all individuals at all educational levels, to help them develope necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich,1971,p.15)

Figure 1

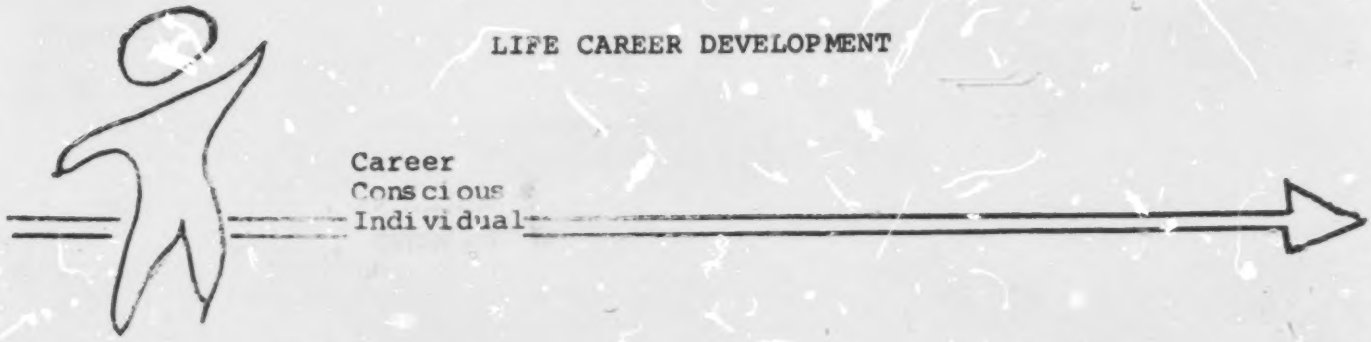
The Career Conscious Individual

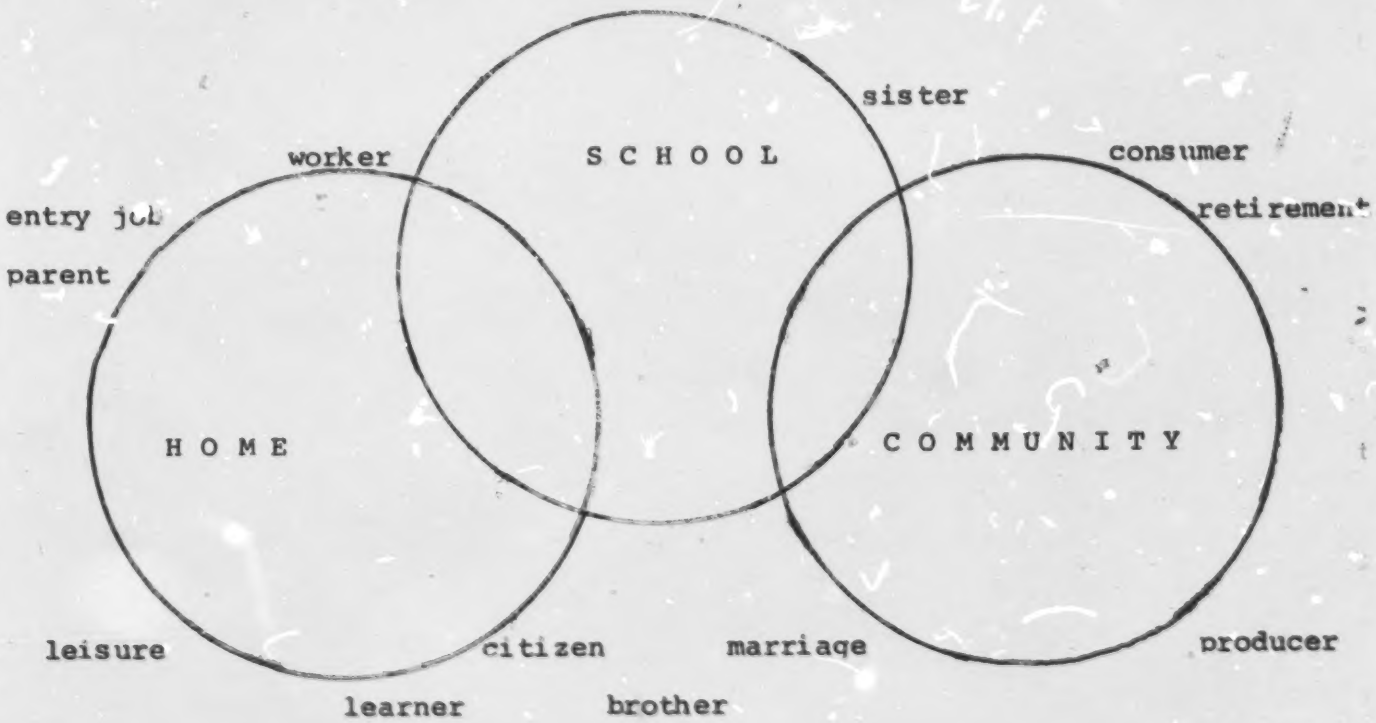
Self:	Unique Person, Total Life Style
Others:	Interdependency, Cooperation
Education:	Understands Purpose, Sees Relationship Between Self, Education and Society
Work Tasks:	Challenge, Proof of Ability
Work Place:	Opportunity to Achieve

The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT





The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude domains: self knowledge and interpersonal skills, knowledge of work and leisure worlds; career planning knowledge and skills; and basic studies and occupational preparation. These domains are represented in Figure 3 and are discussed in some detail in the following paragraphs.

Self knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcome in this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsiblility for his own behavior.

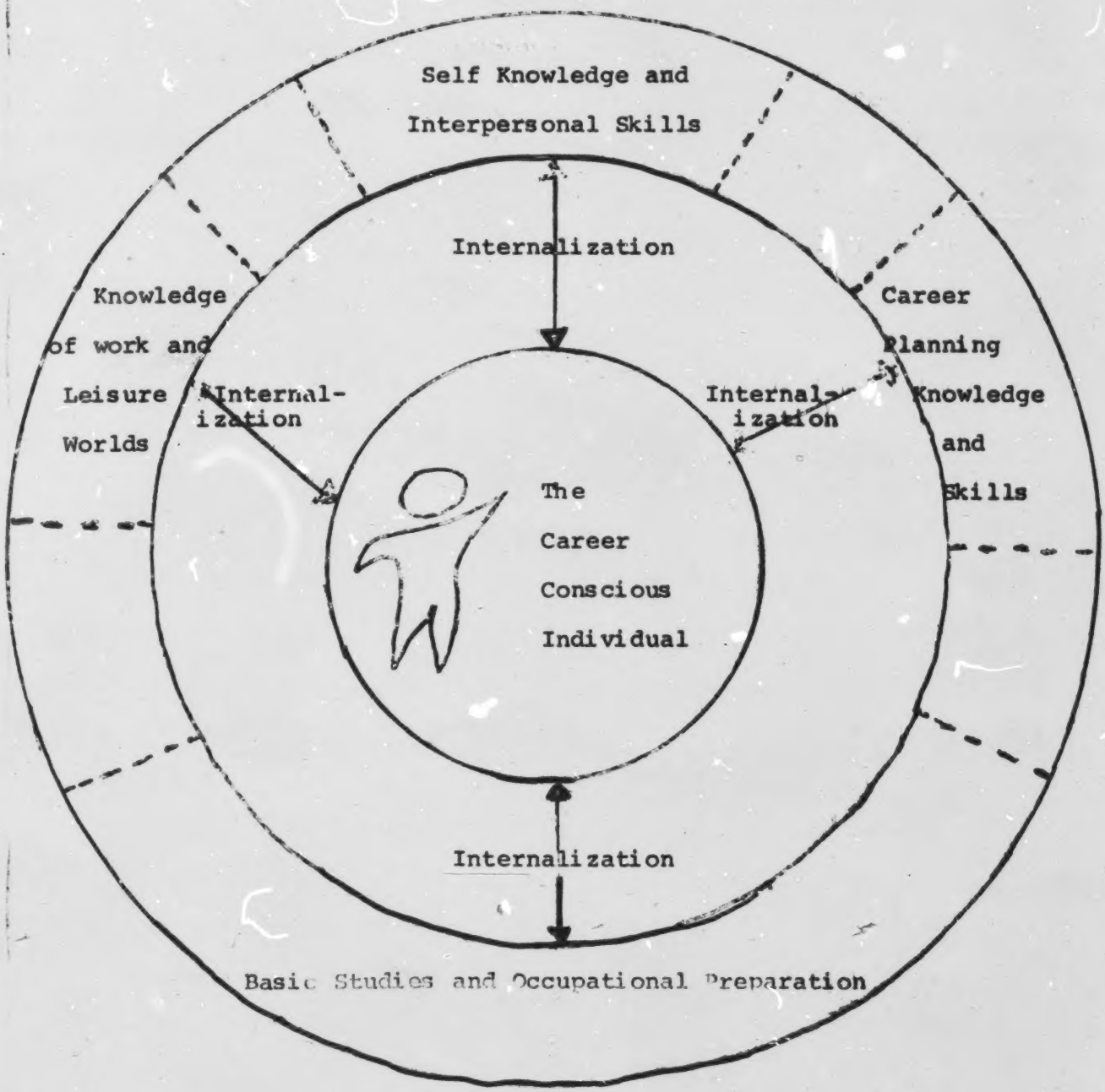
Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and leisure worlds domain emphasize an understanding of the structure and basic dimensions of the world of work. Individuals learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings serve as an avenue through which individuals learn of the similarities and differences among the work, workers and work places. Emphasis is placed on the individual's learning of selected associations among specific job requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of work and leisure in three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of work and leisure. The economic component refers to such considerations of job choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Figure 3

Educational Components to Develop
The Career Conscious Individual



Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choice for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to forsee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals

within this domain are directed toward producing individuals who value planning and who formulate reasonable life.career plans.

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the largest in content and activities. This domain contains the basic skills which are developed in the core of a curriculum (langauge arts, social studies, mathematics, physical education and vocational education). These forms of preparatory education are included as a basic part of an individual's development, but they are viewed in a new interdisciplinary form. The education, work and leisure worlds are interrelated, as the primary content focus for knowledge acquisition and skill development in basic and vocational education. As the work, leisure and educational worlds undergo constant change, the need to provide individuals with the opportunity to update skills becomes increasingly apparent. Thus, a primary emphasis within this domain involves the acquisition and refinement of occupational skills throughout life.

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

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7 Reich, Charles A. The Greening of America. New York: Bantam Books, Inc., 1971.

How???

to use this guide.

The following pages indicate representative types of objectives and activities which may provide an orientation toward careers. They are not intended as all-inclusive or as the ultimate in career education. A creative teacher can use this basis as a beginning for an infinite number of activities designed with a specific classroom in mind. Each day's experience with each individual student should suggest new possibilities.

A suggested procedure might be as follows:

1. Read the goals on pages 1-8 in order to gain a perspective for the entire career project.

2. Become familiar with activities relative to your subject area. Many activities are based in the social studies area, but may be equally applicable in other fields.

3. Select appropriate objectives in the "Table of Contents" and turn to the page numbers indicated for their representative activities.

4. Choose an activity and adapt it to meet the situation and students within the grade or class.

5. Utilize resource personnel (counselors, special teachers, community persons, etc.) to accomplish objectives.

6. Assess the activity in view of the outcomes.

No sequence of goals or activities is implied other than the developmental levels given following each general goal. It is intended that activities will be utilized as they are incorporated with other curricular pursuits.

The success or failure of career development lies in the willingness of professional teachers to view it as a means toward the accomplishment of a relevant school experience and in its subsequent enrichment of the various subject areas into a new educational fullness. It is with this goal in view that the five guides toward career-related activities are presented for classroom use.

1.0 SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.

K-2 The individual will understand how people are alike and different.

3-5 The individual will develop the ability to assess his own characteristics.

6-8 The individual will assume responsibility for continuous self-appraisal.

SPECIAL ED.

Primary The individual will have a realistic concept of characteristics which make him unique.

Inter. The individual will come to accept himself as he is and will understand that his uniqueness will influence his life career decisions.

Secondary The individual will accept himself as he is, and make decisions about his life-career accordingly.

1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.

K-2 The individual will understand some of the things in his environment that affect life in his community.

3-5 The individual will understand the different ways people live.

6-8 The individual will understand that individual characteristics and ways of living are interrelated.

SPECIAL ED.

Primary The individual will understand that people are different.

Inter. The individual will tolerate and accept differences which affect the life style of himself and others.

Secondary The individual will respect the differences of people and accept this.

1.3 The individual will recognize the dignity and worth of himself and others.

K-2 The individual will understand that he is important.

3-5 The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile.

6-8 The individual will understand what makes a person feel worth while.

SPECIAL ED.

Primary The individual will have developed a healthy self-concept and will respect the value of others.

Inter. The individual will take pride in his own work and will appreciate the accomplishments of others.

Secondary The individual will realize he has self-worth.

1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.

K-2 The individual will understand his own behavior and the behavior of others.

3-5 The individual will recognize problem areas and develop skills for coping with these problems.

6-8 The individual uses communication skills necessary to relate to his peers and other people.

SPECIAL ED.

Primary The individual will understand that he must cooperate with others.

Inter. The individual will realize the value of basic social skills.

Secondary The individual will understand the importance for co-operation.

2.0 KNOWLEDGE OF WORK--LEISURE

2.1 The individual will understand that education and work are interrelated.

K-2 The individual will understand that what he learns in school is useful.

3-5 The individual will begin to understand that different kinds of work will require varying degrees and type of educational preparation.

6-8 The individual will know the educational qualifications for familiar career clusters (i.e.) ones he has been presented with in his career development program.

SPECIAL ED.

Primary The individual will understand that school is important.

Inter. The individual will understand that training is necessary.

Secondary The individual will understand that training is necessary.

2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

K-2 The individual will understand that occupations and life styles vary.

3-5 The individual will understand that the jobs people have and the way they live are affected by the community.

6-8 The individual will realize that there are environmental factors that prohibit him from following certain careers.

SPECIAL ED.

Primary The individual will understand that his surroundings affect his life.

Inter. The individual will understand that his surroundings will influence his choice of occupation and life style.

Secondary The individual will recognize the necessity for narrowing his choice of occupation.

2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

K-2 The individual will understand that people work together.

3-5 The individual will understand that a satisfying career depends upon a good relationship between himself and his work.

6-8 The individual will know that his attitude toward his job, his ability to get along with others influence his satisfaction with his career.

SPECIAL ED.

Primary The individual will understand that he must function within the structure of his surroundings.

Inter. The individual will understand the necessity for rules in his surroundings.

Secondary The individual will understand that cooperation between his co-workers and boss effect his life.

2.4 The individual will understand the structure of the World of Work.

K-2 The individual will understand that there are many occupations.

3-5 The individual will understand that there are many kinds of occupations and responsibilities varying responsibilities within an occupation.

6-8 The individual will know that there is a relationship between careers and there are different levels of competences.

SPECIAL ED.

Primary The individual will understand that work exists for a purpose.

Inter. The individual will understand that there are different types of work.

Secondary The individual will understand that certain careers are dependent on others.

2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

K-2 The individual will understand that he will have free time.

3-5 The individual will understand that his choice of work will affect his amount of leisure time.

6-8 The individual will understand that the amount and kind of leisure will depend upon his choice of work.

SPECIAL ED.

Primary The individual will understand that his choice of work is limited.

Inter. The individual will understand that his job will influence his leisure time.

Secondary The individual will understand that his life-career is dependent upon his abilities.

3.0 CAREER PLANNING

3.1 The individual will understand that life career develops through direction and is a life-long process.

K-2 The individual will understand that getting ready for a job takes a long time.

3-5 The individual will understand that the preparation he makes will affect his life career.

6-8 The individual will understand that he is continuously in the process of career development.

SPECIAL ED.

Primary The individual will understand that life consists of change.

Inter. The individual will understand that learning is a continual process.

Secondary The individual will understand that knowledge and training is unending in the preparation for life career.

3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

K-2 The individual will understand that people are different and will have different jobs.

3-5 The individual will understand that his personality and what he can do will affect the development of his career.

6-8 The individual will understand that his career planning and development are influenced by his personal attributes.

SPECIAL ED.

Primary The individual will understand that all people do different things.

Inter. The individual will understand why all people do different things.

Secondary The individual will understand that his abilities will be the basis for any choice of occupation.

3.3 The individual will learn to accept full responsibility for his decisions.

K-2 The individual will understand that he will have to make choices.

3-5 The individual will understand that he will be responsible for his decisions.

6-8 The individual will be able to accept the rewards and punishments for his actions.

SPECIAL ED.

Primary The individual will learn to accept the consequences of his actions.

Inter. The individual will learn the value of making proper decisions.

Secondary The individual will understand the consequences of making wrong decisions and the rewards for correct ones.

3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.

K-2 The individual will understand that his surroundings affect his life.

3-5 The individual will understand that his community will affect his work.

6-8 The individual will understand not all careers exist in all geographical areas.

SPECIAL ED.

Primary The individual will understand that his community is different from others.

Inter. The individual will learn how his community is different from others.

Secondary The individual will understand communities and their differences.

4.0 BASIC STUDIES AND OCCUPATIONAL PREPARATION

4.1 The individual will understand that he can learn to perform in a variety of occupations.

K-2 The individual will understand that he can learn to do many things.

3-5 The individual will understand that he can perform successfully in a variety of jobs.

6-8 The individual will understand that he would be capable of learning several jobs.

SPECIAL ED.

Primary The individual will understand that he can perform various tasks.

Inter. The individual will understand that he is suited for a variety of jobs.

Secondary The individual will understand the necessity of training for several jobs.

4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.

K-2 The individual will understand that what he learns will be useful in later life.

3-5 The individual will understand that his education and experiences will affect his life career.

6-8 The individual will understand that most of his educational experiences will help him with his life career.

SPECIAL ED.

Primary The individual will understand that learning affects his life.

Inter. The individual will learn to relate various subject areas to life.

Secondary The individual will recognize that training and or education is necessary.

4.3 The individual will have a marketable skill upon leaving the educational system.

K-2 The individual will understand that he will have a job.

3-5 The individual will be able to get a job by the time he leaves school.

6-8 The individual will understand that he must have a marketable skill upon leaving the educational system.

SPECIAL ED.

Primary	The individual will recognize the importance of self-care skills.
Inter.	The individual will understand and apply self-care skills.
Secondary	The individual will exhibit an understanding for the necessity of good personal hygiene.

GRADE LEVEL: 6-8

SUBJECT AREA: LANGUAGE ARTS

DOMAIN: SELF

GOAL NUMBER: 1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.
The individual will assume responsibility for continuous self-appraisal.

DEV. GOAL: The individual will assume responsibility for continuous self appraisal.

OBJECTIVE: The individual will be able to discuss verbally or list at least 5 of his positive and negative character traits.

ACTIVITIES	OUTCOMES
1. The class will develop a list of desirable character traits. Each will check his own and keep.	Individual will be involved in process which repeats in order to stabilize and strengthen self-appraisal techniques.
2. a. The students will discuss how each trait on the list can be attained. b. Given a period of time each student will try to improve on his checklist. Then he will be given a new list and re-evaluate his traits. c. Compare to class and discuss the change, if any.	
3. The student will explore the community structure in occupational fields by taking field trips or inviting resource persons to the classroom.	Student will be able to verbalize his positive and negative character traits.
4. Each student will research 3 occupations of his choice which are consistent with his positive and negative character traits.	
5. The students will participate in roleplay of community situations involving the world of work.	
6. Have an interview between students and community people representing various occupations.	
7. Have each student evaluate his image with realistic information brought in by interviews with occupational resource persons.	

GRADE LEVEL: 6-8

DOMAIN: SELF
GOAL NUMBER: 1.1
DEV. GOAL: Same as page 9
OBJECTIVE: " " " "

SUBJECT AREA: LANGUAGE ARTS

ACTIVITIES	OUTCOMES
8. Show a filmstrip of various occupations related to community and then discuss the personal traits required for each occupation.	
9. Write a short paper on the adult you admire most. What are the person's special qualities of personality and character that make you feel this admiration?	
HOME ECONOMICS	
1. The "Bonne Bell" Looks Book - a complete grooming unit. Includes self-understanding also.	Individual will become more aware of positive and negative character traits.
2. "Skin Care For The Teen Years" filmstrip. Hand out check-lists for students to help determine positive and negative traits concerning skin care.	
3. Test students to determine occupational interests. 1. Interest surveys 2. Questionnaires 3. Interviews 4. Aptitude tests	Conference with student in regard to student record and test interpretation. Small group discussion to determine if information acquired is sufficient.

GRADE LEVEL: 6-8

SUBJECT AREA: LANGUAGE ARTS

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: The individual will be able to verbalize the changes he has experienced during the last 12 months and those he would like to change in the future.

ACTIVITIES	OUTCOMES
1. a. Students will list undesirable character traits that they have noticed in the classroom. b. Discuss how they might be changed. c. Encourage each student in the class to participate in a personal improvement program. d. Discuss each week the personal improvement program with the class, including any problems encountered and/or any positive or negative reactions they might have received from their families or peer group members.	Individual will be involved in process which repeats in order to stabilize and strengthen self-appraisal techniques.
2. Try this above tactic on a more personal level. a. Maybe a "secret list" b. Discuss how they improved themselves.	
3. a. Have an interview between students and community people representing various occupations. Discuss desirable traits needed for the job. b. Each student will evaluate himself with information provided by feedback from the occupational resource persons.	Student will be able to verbalize his positive and negative character traits and show improvement toward his desired goal.
4. Show filmstrips of various occupations related to our community.	

See also Activity #8 on page 10.

GRADE LEVEL: 6-8

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE:

SUBJECT AREA:

ACTIVITIES	OUTCOMES
HOME ECONOMICS 1. Each student take the "Who Am I" survey. 2. Individuals determine traits that need improvement. 3. Set up goals for improving. 4. Use check-lists developed earlier to be used as improvement guidelines.	Individual will work toward improving herself and attain at least two of her goals that she has set.

GRADE LEVEL: 6-8

DOMAIN: SELF

SUBJECT AREA: SOCIAL STUDIES

GOAL NUMBER: 1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.

DEV. GOAL: The individual will understand that individual characteristics and ways of living are interrelated.

OBJECTIVE: The individual will be able to verbally describe five different life styles within his community.

ACTIVITIES	OUTCOMES
1. Have each student interview two people that they know concerning their occupations and the way they live. 2. Each student will relate information received in interview to class. 3. a. Simulate a TV program involving different life styles in the local community. b. Give a summary of what was learned from the previous activity. 4. a. Collect news articles concerning different life styles. i.e., society page, urban renewal, ghetto. b. Discuss the likes and differences of similar situations. 5. Study a typical Indian home today. Have each student compare it with their own. (Also Italian, Chinese, African, etc.) 6. Make a chart comparing and contrasting urban life to rural life. Complete with a mural made by the students and displayed.	Given a hypothetical situation the individual will describe several life styles.

GRADE LEVEL: 6-8

DOMAIN: SELF
GOAL NUMBER: 1.2
DEV. GOAL:
OBJECTIVE:

SUBJECT AREA:

ACTIVITIES	OUTCOMES
HOME ECONOMICS	
1. Study life styles of other countries. 2. Interview foreign exchange student and other foreign persons concerning their life styles.	The student will be able to describe the life styles of several nationalities.

GRADE LEVEL: 6-8

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: Given an occupation, the student will be able to point out the social expectations associated with the occupation.

SUBJECT AREA: LANGUAGE ARTS

ACTIVITIES	OUTCOMES
1. The students will observe and describe the simularities and differences they find from role playing individuals in various careers. 2. Compare life styles and persons' characteristics in other countries. 3. Compare various areas of the United States, including all aspects of life - work, school, leisure time, etc. 4. Have students choose one U.S. product such as steel and trace the occupations needed to turn it from a raw material to the finished product such as a car. Make a list of typical life styles and characteristics of each occupation involved. Have each student write a paper on which occupation with the manufacturing of steel they would prefer and why. 5. Have an interview with the A.F.S. student. Write a paragraph on why or why not they would like to live in that foriegn country.	Given 5 individual characteristics the student will list ways in which the characteristics and life styles would affect each other.
HOME ECONOMICS 1. Each student will do a family study. Write the characteristics of each person within the family and tell about how their life styles and personal characteristics are interrelated.	From studying various persons the individual should be able to describe how individual characteristics and life styles affect each other.

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE:

GRADE LEVEL: 6-8

SUBJECT AREA:

ACTIVITIES	OUTCOMES
HOME ECONOMICS (Cont.) 2. Report findings to class. 3. Make a study on a famous person and do a similar report as the above (no. 2)	

GRADE LEVEL: 6-8

DOMAIN: SELF

GOAL NUMBER: 1:3 The individual will recognize the dignity and worth of himself and others.

OBJECTIVE: The student will be able to verbalize or write those things which make one feel worthwhile.

SUBJECT AREA: Language Arts
Home Economics

ACTIVITIES	OUTCOMES
1. Have informal group discussions in which each student will describe an incident that made him feel good. Group interaction involving incidents described in the above activity. 2. Have each student write a paper describing one instance of a negative nature and how it affected him. 3. The student will choose a biography or autobiography of a person he admires, read it and report in some form the differences in that person that made him unique and helped him succeed. 4. Class discussion of accenting positive personality traits of friends and classmates instead of always gossiping about the bad.	Student will list 3 instances that made him feel worthwhile.
HOME ECONOMICS 1. Form groups of two or three students and role play situations and show effective and ineffective communication skills. 2. Class discussion of the role playing situations.	The student will show by her behavior that she can communicate with others in an effective way.

GRADE LEVEL: 6-8

DOMAIN: SELF

GOAL NUMBER: 1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.
The individual uses communication skills necessary to relate to his peers and other people.

SUBJECT AREA: Language Arts
Home Economics

OBJECTIVE: The individual will list communication skills.

ACTIVITIES	OUTCOMES
1. Students will form groups to discuss what skills are needed to get along with others. 2. Panel presentation of skills needed to get along with others. 3. Students interview 5 different people and develop a list of skills needed to get along with others. 4. The class will trace the development of language. 5. Let each student choose one media of communication and do a complete report on its history. (i.e. newspapers, radio, T.V.)	On a written test the student will list the communication skills.
HOME ECONOMICS 1. In group work such as in foods and serving groups must be able to produce quality products as a result of individuals working together. 2. Role-play varying degrees of workers ability to get along with others.	The individual will display acceptable behavior in working with groups.

GRADE LEVEL: 6-8

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will show the necessity of getting along with others.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. Role play situations which might appear while on the job. 2. Discuss positive and negative characteristics of different types of work relationships. 3. Interview parents: asking if they have ever had a disagreement while at work and if so how did they handle it. 4. For class discussion - "What would you do if" questions.	Given a hypothetical or true story the student will explain in writing why a person was released from a job because of a lack of proper use of communication skills. List how a person can lose friends because of a lack of communication skills.
HOME ECONOMICS 1. Students research home economics related careers. (find library information) and interview resource persons as to educational qualification for these careers.	The student will be familiar with home economics related occupations and some of the educational background needed for them.

GRADE LEVEL: 6-8

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will show evidence of being able to utilize effective communication skills.

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
1. Students can work with different partners each week in completing classroom assignments. 2. Students will schedule a period of time each quarter when he can talk individually to his teacher concerning their relationship in the classroom.	Students will show improvement in getting along with others.
Have students determine characteristics necessary for job success. 1. Interview different employers and ask their ideas. 2. Gather interview information in all kinds of occupations and record or tape them. 3. Find out why people lose their jobs. 4. Use attached self-evaluation outline form as a guide for students.	Individual conference on self-evaluation outline.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.1 The individual will understand that education and work are interrelated.
DEV. GOAL: The individual will know the educational qualifications for familiar career clusters (i.e.) ones he has been presented with in his career development program.
OBJECTIVE: The individual will be able to name 6 occupations and the required qualifications for each.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. a. Students will interview each of his teachers to determine what careers are directly related to each area of study. b. Students will relate each career to a cluster within his career development study. 2. Students will interview their parents or their friend's parents to find out their various jobs before they settled on one. They might ask why each chose the one he did. 3. Have the class make a flo-chart of several job clusters. 4. Have several students make a wall mural of pictures of occupations divided into catagories. a. unskilled b. skilled c. semi-skilled d. professional	Student will form general overview of program developed in previous career studies.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE

SUBJECT AREA: Social Studies

GOAL NUMBER: 2.1

OBJECTIVE: The individual will be able to name 6 occupations and the required qualifications for each.

ACTIVITIES	OUTCOMES
1. Within each career cluster of a student's career development study students will select five careers from which to interview representatives.	Students will associate specific occupation fields to career program of study.
2. Collect applications from several businesses and have the students practice filling them in.	
3. Discuss why some occupations are skilled, some professional.	
4. Give students an extensive list and have them catagorize them as skilled, semi-skilled, professional, etc.	
Discuss career areas using attached "Teacher's Overview to Career Analysis."	
Have the student research a list of job titles and classify them by career areas.	
Use overhead projector to show the "Nine Career Areas."	Have each student's work discussed.
Provide the student with a list of jobs and ask him to organize them into a cluster. Use attached form "Job Cluster Family of Careers" as an example.	
Provide the student with an occupational career area and ask him to cluster as many closely related jobs as he can find.	Have students record their efforts on a pre-structured sheet. Exchange these work sheets, and using the

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.1
OBJECTIVE:

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
Have student list as many job titles as he can that would be classified by level as: Scientist Engineer Technician Skilled	Bureau of Labor Statistics and the Dictionary of Occupational Titles verify the results as accurately as possible. Discuss several of the papers.
Use attached chart to show relationship between career areas and training levels.	
Have students: Define their concept of "job."	From a list of advertisements in a local paper, identify within your concept of "job" at least ten jobs.
Evaluate classified ads for jobs from a local paper and list requirements of the job.	Have the local paper approve or disapprove an ad for publication. If disapproved, have it corrected or re-structured. The journalism department, if one exists, can participate in this evaluation.
Write an advertisement for a job you wish to acquire.	
Determine which of the following words or assignments represent tasks or jobs: Reading Writing Counting Speaking Writing a speech Playing Welding Programming	
Prepare a list of tasks.	Have the students turn in their job and task classifications. Discuss these classifications.
Prepare a list of jobs.	

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.1
OBJECTIVE:

SUBJECT AREA: Guidance

ACTIVITIES	OUTCOMES
Have students analyze five jobs on these points: a. What is the occupation? b. What is the nature of the work? c. What is the number and distribution of workers? d. What qualifications and preparations are needed? e. What are the methods of entering the job? f. What are career advancement possibilities? g. What is the employment outlook? h. What will be the earnings? i. What are the working conditions? j. What are the social factors I would enjoy? k. What equipment will I be required to purchase? l. Where can I get additional information?	

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

SUBJECT AREA: Social Studies

DEV. GOAL: The individual will realize that there are environmental factors that prohibit him from following certain careers.

OBJECTIVE: Given examples students will develop a list of five limitations caused by the local environment.

ACTIVITIES	OUTCOMES
1. Focus attention on the role of the U.S. Foreign Service. Give examples of how ambassadors in foreign countries will encounter their work and the difficulties they would find in their work. Identify limitations by environmental factors on their work functions. 2. Have each student report orally on careers that are exclusive of one particular geographical area. 3. Students will list occupations that are a great benefit to their community. 4. From this list students can select one to report on.	

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.2
OBJECTIVE: The individual will be able to name 10 aspects of the environment in each of the various regional areas of the united States, Canada, and South America. Describe how these would affect various occupational choices.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. The class will describe instances in history of mankind when occurrence of problems has stimulated development of new careers or the modification of existing ones. For example students would consider occupations modified by threat to wildlife by hunters, game wardens, license agents, court personnel, etc. 2. Class could investigate present environmental crises to discover what careers are being modified. HOME ECONOMICS 1. Class members find out how various home economics related careers are affected by geographical location. (e.g. In some areas of India and other similar countries you may not have access to gas and electricity; therefore, one would have to adapt work habits to environment) Class members give other examples.	Students upon studying environmental crises will encounter careers he could not enter because of their extinction. Further application, would consist of considering other factors which cause modification.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

SUBJECT AREA: Industrial Arts

DEV. GOAL: The individual will know that his attitude toward his job, his ability to get along with others influence his satisfaction with his career.

OBJECTIVE: The individual will name 5 positive things about himself and discuss verbally or in writing how these could affect his future occupational choice.

ACTIVITIES	OUTCOMES
Divide class into 2 groups. One group would role play an assembly line production to produce a product. Discuss the cooperation needed to get along with others in assembly line production.	Students will form evaluation of situations where need to get along with others is essential and observe the situations where the opposite condition exists. This will enable student to list opportunities of both conditions.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will be able to verbally identify characteristics of various types of personalities and verbally discuss how these would affect ones occupational choice and future success in that occupation.

SUBJECT AREA: Science

ACTIVITIES	OUTCOMES
1. Students could discuss the concept of "the survival of the fittest" as related to nature and adapt to the world of work. a. Why do some people survive in a career while others do not? b. What are the factors that determine a person's survival in a given position? c. Is a person sometimes emotionally, physically, or mentally ill-suited for a particular position? Students may develop situations in which someone is unhappy in or has failed in a career.	Students will focus on work attitudes and types of personalities involved in different careers. Relating these to general attitudes toward work would be a consequence of this activity.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4 The individual will understand the structure of the World of Work.
DEV. GOAL: The individual will know that there is a relationship between careers and there are different levels of competences.
OBJECTIVE: The individual will be able to describe verbally how careers are interrelated.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. a. Have students bring several objects such as records, books, newspapers, articles of clothing, etc. to class and discuss formation of item as to what types of occupations are involved in the production. b. Students may list these occupations and place them in the order in which they contributed to the production. 2. Students could role-play community occupations to develop relationships between various community workers.	Students are involved in creation of work relationships that produce visible results. The concept of relationships between various occupations becomes basis for the observed results.
HOME ECONOMICS 1. Have students bring clothing, cosmetics, a small item of furniture (lamp), frozen food, canned food, etc. to class. Discuss how the item is actually produced and what occupations are involved in their production.	The student will be aware of occupation related to producing various products and what part they play in the production of the product.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will be able to identify the levels of competences in a career required for 10 occupations in which he might be interested.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. Remind students of (the regular stages through which they pass as they go through school; (2) the schools as they are ranked by the terms primary, elementary, middle, junior high preparatory, college, university graduate. a. Students may draw parallel of military ranks and then to civilian occupations and begin to observe parallels in civil service in corporations, in almost every organization. b. Discuss status division between workers and management as well as levels of responsibility and authority up and down the ranks. Note systems of numerical ranking and titles commonly used. HOME ECONOMICS 1. Class discussion concerning the ability used in 2.41. What careers require higher levels of competency? What careers require less education? etc. 2. What careers might be involved in management - then work down to actual assembling, packaging, etc. List seven jobs that require little or no skill (elementary level of formal education).	Students will become interested in the statistical aspects of organizational structure and this not the levels of competency and experience in career studies. Teacher Observation: Does the student understand that different skill levels are necessary for entry into work?

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE:

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
List seven jobs that require some specific skills (high school or post high school training). List seven jobs that require considerable amount of skill or training (college or advanced technical training). List some occupations that appear to be over-crowded. List some jobs which are changing. Discuss differences in students' lists. View filmstrip "What is a Job?" Discuss different words for job. Select three or four various occupations and complete attached checklist, "I Investigate an Occupation." Prepare "Rating Chart" on selected occupations. RATING CHART FOR _____ (Job Title) Occupational Requirements / Our Level of Ability / Comparison (+ or -) _____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____	Did students complete enough comparisons and rating charts to establish relationships between personal qualities and occupational requirements?

I INVESTIGATE AN OCCUPATION

1. Name of the occupation _____
2. Job title _____
3. Exactly what does the worker do? _____
4. What tools or equipment does he use? _____
5. Does job require: High school education? ___ College? ___
   Technical school? ___ Other? ___
6. What qualifications, other than educational, are necessary?
   Physical _____
   Mental _____
   Aptitude or personality _____
7. What are the working conditions and hours? _____
8. In what kind of business is this job found? _____
9. In what geographic location is this job found? _____
10. What are the opportunities for advancement? _____
    _____
11. List as many related jobs as you can. _____
    _____
12. What interests of yours would this job satisfy? _____
    _____
13. What abilities of yours is this job related to? _____
    _____
14. Will this job require more or less employees in the future? __
    _____
15. What equipment will I be required to purchase? _____

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE:

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
Define the following: On-the-job training Apprenticeship Blind-alley or dead-end jobs Worker traits Skill Production Distribution Consumption Fringe benefits Self-employed Part-time jobs White-collar jobs Blue-collar jobs Service occupations Manual occupations Cluster Career Job Task Work Manipulative Cognitive Dexterity Vocational Technical Para-professional Professional Concrete Abstract Cost of living index (Teachers may develop their own check list.)	Are the students able to use the words properly in discussion of the world of work? Teacher observation and use of checklist to suit their class situation.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE:

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
Present a format to the students for use in a job analysis. Suggested format includes: 1. Educational requirements 2. Physical and health requirements 3. Remuneration (salary, retirement benefits, insurance, etc.) 4. Availability of jobs 5. Location 6. Special talents necessary 7. Advancement opportunities 8. Occupational outlook 9. Work conditions 10. Advantages and disadvantages Discuss format and its purpose. Use the format in group activity. Have each student prepare one or more analysis using the format. Plan field trip. Refer to "I Investigate an Occupation." Research job trends through student library. Assign individual reports on progress of machines, household equipment, and materials used in manufacturing. Construct displays comparing antiquated and new equipment.	Request pupils to classify occupations as to required skills. Have students discuss acquisition of licenses and certificates required for performance of duties.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE:

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
Conduct a career week with resource persons. Have students tape interviews with local representatives of different occupations to be presented to class for discussion. Introduce three broad areas of work situations: 1. People (Social) 2. Ideas (Abstract) 3. Things (Concrete) Ask students to list five or more jobs under each heading above. Use attached form as a guide. Discuss skill classifications as: 1. Professional, semi-professional, and managerial 2. Skilled 3. Semi-skilled and unskilled Provide students with list of occupations to be classified as to skill level. Select five jobs and prepare job descriptions consisting of usual duties, preparation, personal qualifications, related interests, advantages, and disadvantages. Invite resource person from Social Security office. Help student acquire birth certificate and Social Security card.	Check students to see if they have a Social Security card, an employment certificate, and other needed forms completed.

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE:

SUBJECT
AREA: Language Arts

ACTIVITIES	OUTCOMES
Write a letter of inquiry about job information to unions, trade schools, and industries. (Suggest coordination between occupation teacher and English teacher in this activity.)	The teacher observations are very important in evaluating benefits received by the students in each activity.
Explanation of vocational programs in the local school by: Vocational class instructor Students presently enrolled in vocational classes	Student's attitude, involvement, and participation reflect a means of evaluating the merits of each activity.
Explanation of vocational programs not in local school system by: Vocational-rehabilitation counselor Area vocational and technical school counselor Students presently enrolled in area vocational technical school	Student response to questions on high school vocational programs
Invite career day guest speakers.	
Invite guest speakers from different areas such as industry.	
Assign individual research projects. (The students should select an area in which they are interested.)	Quality of materials turned in
Filmstrips	Student reation to films and field trips
Field trips	

GRADE LEVEL: 6-8

DOMAIN: KNOWLEDGE OF WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE:

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOME
Research: a. What occupations did your grandparents experience that do not now exist? b. What occupational changes have taken place in your parents' fields of occupations? c. What jobs do you project in the future that do not now exist? Contact the following sources for types of jobs, number employed in each, and location of jobs: a. Local businesses for occupations that appear to be overcrowded b. Oklahoma State Employment Service, Research and Planning Division, and U.S. Department of Labor	

GRADE LEVEL: 6

DOMAIN: KNOWLEDGE OF WORK & LEISURE

GOAL NUMBER: 2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

DEV. GOAL: The individual will understand that the amount and kind of leisure will depend upon his choice of work.

OBJECTIVE: The individual will be able to discuss various ways in which his career choice will affect his leisure time and vice versa.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. Have students react to the statement "your leisure is our business." 2. Students will describe new careers that are opening up because of a general increase in leisure time - particularly careers that are inherent in activities that require training, special equipment, or an investment of money. HOME ECONOMICS 1. a. Class members will interview persons in various careers and find out about their leisure time. b. Students will write a report then the class will be give time to discuss each one.	Students will develope conception of careers that are related to leisure time and form the necessary transitions of workers from their work pursuits to leisure pursuits.

GRADE LEVEL: 6-8

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.1 The individual will understand that life career develops through direction and is a life-long process.

DEV. GOAL: The individual will understand that he is continuously in the process of career development.

OBJECTIVE: The individual will be able to identify skills and knowledge utilized in a preferred occupation and list other occupations for while the same skills are required.

SUBJECT AREA: Language Arts
Home Economics

ACTIVITIES	OUTCOMES
1. Using the want ad s of a large paper have students compile lists of jobs that require similiar training, education and experiences. 2. Have the student describe the range of careers relating one general career for example, the tourist industry. Have students compare and contrast the skills etc. needed for the different jobs in that industry. 3. Choose a career, and in class discussion list the qualities, skills, and education required for the job. Then in discussion have students describe related careers that involve the same skills, for example, both politics and sales involve persuasion. HOME ECONOMICS 1. From newspapers students will select careers which are related to home economics. Each student will determine what skills are necessary in at least three different careers. 2. Each student will relate his or her present skills to the career of their choice and write how they must be developed in order to qualify for that career.	Given 5 occupation titles each student will be able to take 3 of them, list skills and knowledge required for the job, and then list two other occupations which would require similar skills and knowledge.

GRADE LEVEL: 6-8

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: The individual will be able to identify factors which influence changes in occupations.

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
1. Have students explore occupations: A. Existing prior to the industrial revolution and of their present day counter parts. (For example, tinker, copper, whaler, blacksmith, etc.) B. Have students explain why above jobs are no longer in existence. 2. Form a discussion committee on "the effect of automation on jobs." 3. Have students list several events that could occur, that might change the direction of a person's career (for example, death of parents, pregnancy, draft, obsolescence of job, etc.) 4. Have student write and present a skit showing occupations in three different time periods. Center plot around the Jones family, their ancestors, and their posterity. 5. Develop a mock T.V. show comparing past, present, and future jobs. Let students give reasons for job differentiations.	Each student will be able to list 5 jobs that existed previously that no longer exist. 5 jobs that have been created in the last 10 years, and explain the reasons for the extinction and creation of these new jobs.

GRADE LEVEL: 6-8

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

SUBJECT AREA: Home Economics

ACTIVITIES	OUTCOMES
HOME ECONOMICS 1. Interview persons who have been in jobs for several years. Find out how change has occured within the jobs. 2. Discuss factors influencing changes in various occupations related to home economics: a. Food industry b. Clothing industry c. Teachers d. Home furnishings e. Child care f. Others 3. Discuss how job qualifications and job structure has changed in the last 25 years or even 50 years.	

GRADE LEVEL: 6-8

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2 The individual will understand the abilities, aptitudes, interests and personality affect career planning and development.
DEV. GOAL: The individual will understand that his career planning and development are influenced by his personal attributes.
OBJECTIVE: The individual will describe the phyisiological and psychological changes, capabilities, characteristics, and limitations which have taken place in the last 3-5 years.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. In a small group discussion, a. Have students verbalize about how their thinking has changed as they grew older. For example, attitudes towards the opposite sex. b. Continue above activity with physical changes. HOME ECONOMICS 1. Each student make up a list of ten home economics - related careers and describe the physical and mental characteristics that might be needed to become proficient.	Each student will list 10 of his personality and character traits, 5 skills in which he is proficient and 5 skills in which he is deficient. Taking this he will write a short auto-biography describing himself. The student will be able to list 10 home economics related careers and at least 5 attributes needed to follow them. The student will be able to determine if she would be mentally and physically capable of following these careers.

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.3 The individual will learn to accept full responsibility for his decisions.

DEV. GOAL: The individual will be able to accept the rewards and punishments for his actions.

OBJECTIVE: The individual will describe how physical and mental attributes affect his present activities and his career.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. On a sheet of paer, have students list 10 people (by their occupation e.g. Doctor) that they think would be able to build a lasting society should the earth be destroyed and these 10 people were the only survivors. Have them support their choices. 2. Have students take turns describing the attributes of a person in a certain career (e.g. must be willing to be called to work all hours of night etc. (doctor) See if classmates can guess the occupation. HOME ECONOMICS 1. Class Discussion: "What is a Responsible Person" "Do you know anyone?" 2. Interview a personnel director, inquiring about how he or she determines responsibility. 3. Have each student answer in written form-- "Am I a responsible person" and list at least 3 examples.	Given 5 occupation titles, students will be able to list at least 5 attributes a person should have who plans to follow a career in three of these.

GRADE LEVEL: 6-8

DOMAIN: CAREER PLANNING
GOAL NUMBER 3.3
OBJECTIVE: The individual will explain what it means to be a responsible person.

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
1. On a sheet of paper have students give their definition of "A Responsible Person." 2. In a group discussion, explore the qualities that differentiates the responsible student from the irresponsible. 3. Discuss the rewards of being a responsible person. 4. Discuss the consequences you may suffer if you are not a responsible person.	Students will tell what consequences they will suffer if they: 1. Are late to class 2. Fail to hand in assignments 3. Destroy school property 4. Shout profanities at teachers Students will tell what rewards they will reap if they: 1. Are to class on time 2. Hand in papers 3. Respect school property 4. Cooperate with and respect their teachers.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.1 The individual will understand that he can learn to perform in a variety of occupations.
DEV. GOAL: n The individual will understand that he would be capable of learning several jobs.
OBJECTIVE: The individual will list careers that are and are not available in his area, and for those that are not available in his area, he will list where they would be available.

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
1. As a group activity, students will compile a list of occupations in his community, then his county, then in a 100 mile radius. (Starting with occupations of parents.) Want ads may also be used. 2. Continuing with above have a list made of jobs not in area e.g. ski instructor. To do this obtain copies of far away newspapers, e.g. New York, Denver, Miami, West Coast etc. 3. Have each student do research on at least one career not available in Montgomery City and find out where you would go to get that job.	Given a list of 100 occupations, each student will be able to determine which careers would not be available in his Geographic area.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES & OCCUPATION PREPARATION
GOAL NUMBER: 4.1
OBJECTIVE: The individual will identify several alterations to his preferred occupation that are most consistent with his goals.

SUBJECT AREA: Social Studies

ACTIVITIES	OUTCOMES
1. a. Each student will identify his preferred occupation. b. Each student will study alternatives that are related to his preferred occupation.	The student will list 3 related alternatives to his preferred occupation.

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.1
OBJECTIVE: The individual will list his occupational alternatives and outline how these alternatives would affect his life.

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
1. Student will list occupational alternatives that were studied. 2. Interview 2 persons who work in jobs that are alternative to their preferred occupation. Find out how they feel about the situation and how it has affected their lives. 3. Report about interviews to class. 4. Discuss how job alternatives might affect students lives.	The student will list 5 occupational alternatives and outline how these alternatives would affect his life.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION

SUBJECT AREA: Language Arts

GOAL NUMBER: 4.1

OBJECTIVE: The individual will describe his preferred occupation and compare his present choice to occupations preferred in the past.

ACTIVITIES	OUTCOMES
1. Have class discussions of their present career choice and compare to past preferences. 2. Let students work in groups to determine causes of change in preferences. 3. Have group give reports to class.	Student will relate to a small group his preferred occupation and compare his present choice to occupations preferred in the past. Can write a description of present choice and compare it to past preferences.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION

SUBJECT AREA: Social Studies

GOAL NUMBER: 4.1

OBJECTIVE: The individual will describe how broad economic change could affect his career plans.

ACTIVITIES	OUTCOMES
1. Study in class the history of economic changes and its effect on the world of work. 2. Discuss in class the causes of economic changes. 3. Group discussion -- How economic change affects jobs that students are interested in. 4. Have reports to class from discussion groups. 5. Interview persons who have gone through economic change periods and find out how their careers were affected (e.g. the Depression) 6. Report findings to class.	Given a situation describing economic change the student will describe how this change might affect his own career plans.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.
DEV. GOAL: The individual will understand that most of his educational experiences will help him with his life career.
OBJECTIVE: Students will identify skills required in occupations of interest to him and where those skills can be acquired in school.

SUBJECT AREA: Social Studies
Home Economics

ACTIVITIES	OUTCOMES
1. Have students read about occupations of personal interest and learn about necessary skills for them. 2. Interview resource person with a similar occupation to the students interest. Find out how skills used in their work relate to skills learned in various courses.	Students will be able to verbilize how skills learned course work relate to occupational skills.
HOME ECONOMICS 1. Each student determine what courses would benefit her on the way to qualifying for her career choice. 2. Interview the counselor for help in planning and educational program geared to occupational preparation. Select five jobs of special interest to the class and determine through open inquiry if students have realization of the importance of depth study.	The student will plan a tentative outline of courses to take for occupational preparation.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.
OBJECTIVE: The individual will describe similarities between in-school involvement and extra curricular activities to various occupations.

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
1. Buzz session - "Why should a student be involved in school activities?" 2. Group discussion - Why is it important to be involved in other than work activities? 3. Individuals interview resource persons concerning how extra curricular activities helped them prepare for world of work, What types of activities does the person participate in presently? 4. Report to class on individual interviews. 5. Discuss outcome of reports. 6. Determine who is important to each person. 7. Each student interview a person in his community who has continued to learn throughout his life. Find out the circumstance of various learning situations. 8. Report individuals to class about their interviews. 9. Class discussion about reports on ways people learn throughout their lives.	On a written test the student will tell about the importance of school involvement and extra-curricular activities. Tell why it is important to be involved in other activities other than work. Show increasing involment in school activities. Can write about the many ways that one can continue his education throughout life.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.2
OBJECTIVE:

SUBJECT AREA: Home Economics

ACTIVITIES	OUTCOMES
HOME ECONOMICS 1. Group discussion "How can participation in extra-curricular activities prepare us for the world of work and leisure?" 2. Class discussion - Why should we be involved with activities outside of our career - related activities? 3. How is it possible to become too involved in outside activities? What might the consequences be?	

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.3 The individual will have a marketable skill upon leaving the educational system.

SUBJECT AREA: Social Studies

DEV. GOAL: The individual will understand that he must have a marketable skill upon leaving the educational system.

OBJECTIVE: The individual will describe several instances in which what he learned in a school classroom helped in his performance of a task or increased enjoyment of a hobby as recreational activity.

ACTIVITIES	OUTCOMES
1. An individual will report to class on instance in which he was helped by what he learned in a class. 2. Interview 5 persons concerning how a learning situation in a classroom helped him in task performance or more enjoyment of a hobby or recreational activity.	Give demonstration of a task that was made easier by what had been learned in a classroom. or Demonstrate a hobby or recreational activity helped by the above reason.

GRADE LEVEL: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.3
OBJECTIVE: The student will explain why it is important to have a marketable skill upon graduation.

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
1. Read reports from papers and magazines about the need for skills before graduation from high school. 2. Interview 2 persons who have and have not had marketable skills by graduation. Find out why they did or did not have this skill and how it affected their lives. 3. Report to class on interviews. 4. Small group discussion about personal feelings concerning marketable skills before graduation. 5. Define the term employability skill. 6. Ask Civil Service representative to visit class and explain levels of employment. 7. List the different kinds of skill necessary for various levels of occupations. 8. Film "Skills That Pay Off."	On a written test the student will explain why he needs to have a marketable skill by the time he graduates. In a hypothetical situation be able to explain why it is necessary to have a marketable skill at graduation to someone who asks him and has an opposite view. Write a paragraph on "What Skills Would Make You More Employable?"

GRADE LEVELS: 6-8

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION
GOAL NUMBER: 4.3
OBJECTIVE:

SUBJECT AREA: Language Arts

ACTIVITIES	OUTCOMES
Use these sources of information to show job opportunities: 1. Newspaper want ads 2. Civic club programs 3. Occupational fairs 4. Career days 5. Open houses - Individual, new, and old plants 6. Visits to nearest area vocational-technical school	Class discussion with reports on various ways of obtaining experience. Written report of work experiences.
Discuss how experience can be obtained from the following: 1. Part-time jobs 2. Helpers or trainees 3. Apprenticeship training 4. Job-to-job learning 5. Armed forces training 6. Company schools 7. On-the-job training (Retailing, banking, insurance, sales, clerical work)	Small informal discussion groups to determine what information has been gained.

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I hope that these objectives may be reached and that Career Development may become meaningful for each student in the Montgomery County R-II Schools.

Benny L. Gooden